

ASPIRA  
PROGRAM  
MANUAL

ASPIRA, INC.  
296 FIFTH AVENUE  
NEW YORK, NEW YORK

APRIL, 1968

I. INTRODUCTION

A- Purpose of Manual

1- Use of Manual

The fundamental purpose of this program Manual is to provide staff with a ready made reference tool to the programmatic characteristics of the agency. A Manual is merely a tool, not the final word. It is the individual worker that makes the Manual live. The worker gives it shape and substance because the Manual is primarily a reflection of the creativity of the agency and the worker.

2- Design and Organization of Manual

The Manual therefore is designed to meet the above fundamental purpose. Toward this end it is divided into eight major sections:

- I. Introduction
- II. Leadership Development Program (Aspira Clubs)
- III. Educational Counseling Program
- IV. Scholarship and Loan Program
- V. Adult Educational Leadership Program (Parent Program)
- VI. Tutoring Program
- VII. Special Services Programs
- VIII. Community Relations

For purposes of design and presentation each section of the Program Manual is independent of every other section and at the same time related to the others. Each section is numbered independently over every other section. Therefore, revisions can be made in sections by program staff without affecting the rest of the Manual.

However, in making changes in one section of the Manual one must constantly be aware of its effect upon the other sections from the programmatic point of view. Hence, it is important that appropriate copies of the changes be made available to all staff.

### 3. How to Read Manual

The Manual should be read by all staff straight through for an overview of the program characteristics of the agency. It should also be read from a critical point of view creating a substantial opportunity for constructive change.

To facilitate the reading and usage of this Manual colored paper will be used in the various sections as follows:

Section I	White	V	White
II	Green	VI	Green
III	Yellow	VII	Yellow
IV	Blue	VIII	Blue

### 4. Value to New Staff

To all new employees the Program Manual is a most valuable tool for here in one place and at one time they have the total agency program detailed. Within a matter of hours a new employee will have a feel and understanding of the agencies' goals, objectives, and program characteristics. The program Manual with the administrative and Educational Counseling Manual form the principal text materials of the agency.

### 5. Value to Current Staff

The current staff through the evolution of the Manual can get a feeling for the growth and development of the agency. It serves as a reminder and provides the opportunity for significant change and growth.

6. Value as a Training Tool

With the Program Manual as a guide Supervisory Staff can design training programs for staff related to the characteristics of the program as detailed in the Manual. This Manual with the Administrative and Educational Counseling Workshop Manuals are the primary texts for staff training.

The table of contents of all three Manuals can be the basic outline of agency wide, or staff by staff, center by center training programs.

7. How to Make Changes in Manual

A Manual is no better than the staff it serves. A tool is of little value unless it is used properly. Staff must be encouraged to critically use program tools, staff should submit to their supervisors the suggested changes in writing. The supervisor in turn forwards the suggested changes to the Manual Review Committee for evaluation review and recommendation to the Program Director.

8. Staff Responsibility for Manual Maintenance

The Executive Director shall appoint a committee of five. This committee shall be known as the Manual Review Committee. The Committee shall meet four times during the initial year, thereafter semi-annually. It will submit detailed reports to the Executive Director.

The Committee shall consist of:

Program Director, Chairman

One Borough Center Director

One Educational Counselor

One Community Organizer

One Administrative Assistant or Assistant Director

Chart I. Administration Organizational Chart

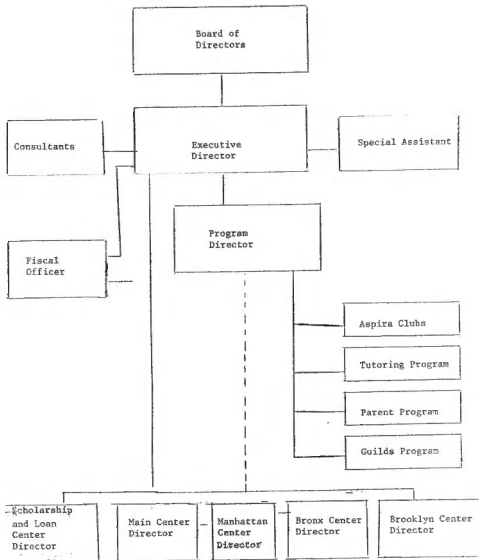
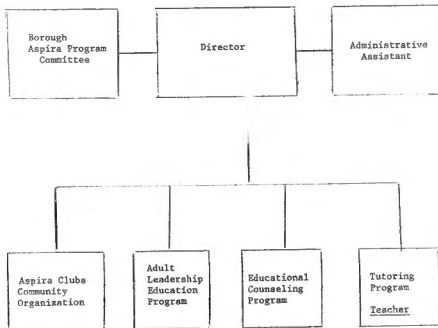


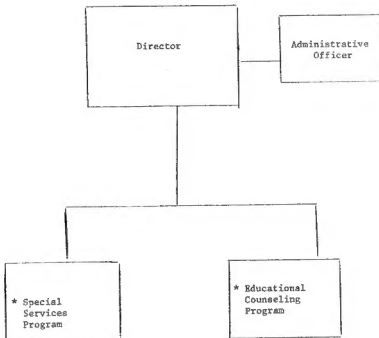
Chart II. Borough Center Organizational Chart



Note: All three Centers have the same organizational structure and staff with the following exceptions:

1. The Aspira Puerto Rican Art Gallery is supervised by the Manhattan Center Director.
2. Although the Tutoring Program is supervised by the various center Directors the Bronx Center Director is responsible for the overall coordination of the program.

Chart III. Main Center Organizational Chart



Note: The Administrative Officer is responsible for coordinating Overall administrative matters in all four centers reporting to Main Center Director.

\* Exceptions are clearly noted in the various charts

C. BRIEF HISTORICAL SKETCH OF ASPIRA PROGRAMS

EARLY DAYS

In 1955 Aspira was an idea in one person's mind. This person saw the need to provide cues for action - to provide an agency bringing about change in a changing time. To meet the challenges that were not being met.

The Puerto Rican youth were going through the school system; not enough were being prepared to meet the challenges that lied ahead. It was obvious to many persons that the Puerto Rican community needed an educational counseling agency; one person took up the challenge her name was Miss Antonia Pantoja.

Miss Pantoja gathered the data, consulted individuals, wrote original documents and proposals, attempted to get sponsorship from several agencies.

In 1957 the concept was presented to the New York Commission on Intergroup Relations. At this point Miss Pantoja was assigned to work on the project.

In 1958 Miss Pantoja started the organization of the Puerto Rican Forum. It was known as the Puerto Rican-Hispanic Leadership Forum. On October 1st, 1961 Aspira received a grant from the Taconic Foundation.

In succeeding months five other grants were received: New York Foundation, Rockefeller Brothers Fund, New York Children Fund, Hofheimer Foundation and Marshall Field Foundation. At this point Miss Pantoja was employed as Executive Director and a locale secured at West 72nd Street.

The program started with the counseling services with a budget of \$75,000. This included an Executive Director, two Educational Counselors, an Administrative Assistant and two clerical employees. The opening date for services was March 1st 1962.

The Puerto Rican Forum assigned a Committee to oversee policy,



Program and finances of the agency. The first budget prepared set aside \$5,000 for a building fund.

Aspira started to provide services. As the services increased the demand for more staff increased. Programs expanded rapidly. In 1963 the development and establishment of the Leadership Self Identity services became a reality. In 1964 the Adult Educational Leadership Program started to operate.

In July 1963 Aspira buys its own building at 296 Fifth Avenue.

The first two years are over, a wealth of knowledge and experience are acquired. Aspira is an established accepted educational counseling agency.

The financial need of students makes it necessary to develop a scholarship and Loan Center. The agency sets up an Emergency Loan Fund. A healthy and stable fund raising pattern begins to be established by 1964.

At this point a group of volunteers begin to speak and act on behalf of the agency. Las Madrinas de Aspira become a moving force.

The Government of the Commonwealth of Puerto Rico makes a grant to Aspira in 1964.

As a result of the Economic Opportunity Act the United States Government and the City of New York provide the funds necessary to expand the facilities and services rendered by Aspira.

These funds made possible an increase in the number of students and parents serviced and provided the following resources which were needed to improve the existing program:

- a research unit to evaluate the validity of the method and its effectiveness

- a tutoring service
- a testing psychologist
- a community information officer
- central accounting and office management

In July 1966 the Aspira Scholarship and Loan Program was established under a (CEFUET) Contract to Encourage the Full Utilization of Educational Talent. This program was funded under Title IV Section 408, Higher Education Act of 1965, United States Office of Education of the Health Education and Welfare Department. This program is now called-Talent Search Project.

## 2. The Present Philosophy

The present philosophy of Aspira has evolved over the years leading to continuous service to the Puerto Rican youth and his family.

Aspira started as an Educational Counseling Agency and has moved into issues of education and leadership development. Today, Aspira is an Educational and Leadership Development Agency that will affect the future development of the Puerto Rican Committee.

The basic aim of Aspira is the involvement of all the family in the educational process. It does this through the Leadership Development program, the Scholarship and Loan Program, the Educational Counseling Program, Adult Educational Leadership Program, the Tutoring program and Special Services programs.

All of these programs are designed to meet the educational and leadership potential of the Puerto Rican youth.

3. The Focus is on Youth

The Aspira program characteristics are focused on the Puerto Rican youth and his educational and vocational needs. This is an agency of change and growth.

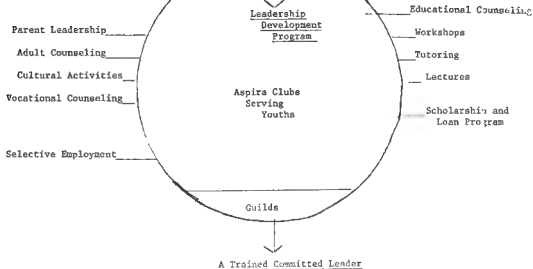
The focus is on the Aspira Clubs and the services rendered are important as they affect the desire, the need and the expectation for change within the youth - the desire to aspire and to attain.

Aspira serves Puerto Rican youth and community as a change agent. It is the catalyst that brings about change that affects the individual which in turn affects the community ultimately changing the society and the world around the youth. The Puerto Rican youth becomes the leader of tomorrow and the catalyst for future change.

Therefore program components are important and relevant as they bring about change and serve as a catalyst for further change.

REGISTRATION

Chart # IV Leadership Development



## II. Leadership Development Program (Aspira Clubs)

The Aspira Club is the primary method through which leadership and positive self identity are developed.

### A. Objectives

The objective of this program is to build a reservoir of responsible young people trained in leadership skills and ethically committed to help the Puerto Rican community solve its problems. Aspira Clubs are located in various high schools, churches, and community centers in the city. The individual clubs as a group make up a coordinating body called Aspira Club Federation. These serve:

To provide an opportunity for each Aspirante to develop his personality and leadership qualities.

To make him a more knowledgeable person regarding the issues confronting his community.

To fulfill his normal need to "belong"; to fulfill his role as a Puerto Rican-New Yorker so that he will have a healthy and positive feeling about being Puerto Rican; by making him knowledgeable about Puerto Rican culture, history and traditions.

To help him discover his own needs and interests.

To assist him in the exploration of new fields of educational and vocational interest.

To train him in organizational skills necessary to achieve a common goal through techniques of democratic organization and responsible group action.

B. Club Activities

The Annual Convention is held in August at a nearby university campus. For two days Aspira Club members from all over the city meet to discuss common interests and problems.

The General Initiation is the open ceremony at which all club members are initiated into the Aspira Club Federation.

The Areito: The secret ceremony at which all Aspira Club members who hold leadership positions are sworn in.

The Annual Election at which the Board of the ACF is elected.

The Leadership Training Conference provides club leaders with the techniques of leadership so that they can carry out effective Club programs.

Annual Awards Ceremony: Awards are given annually to selected Aspirantes who have been dedicated, have developed rapidly both personally and scholastically, and to the best club advisors.

The Annual Formal Dance is the social event of the year.

Discovery Day Program: On November 18th celebrate the Discovery of Puerto Rico by Christopher Columbus.

The Leadership Seminar to Puerto Rico: This activity takes place in July. Selected club members journey to Puerto Rico to obtain a comprehensive picture of what Puerto Rico and Puerto Ricans are really like.

C. Structure of Clubs

The ACF is comprised of over 50 affiliated clubs located in high schools, community centers, and churches throughout New York. Each

club is represented at the Federation by its president and two other elected delegates. From among the members who are in good standing in the affiliated clubs an executive board is elected. This executive Board consists of a:

President	Cultural Committee Chairman
Vice-President	Education Committee Chairman
Treasurer	Membership Committee Chairman
Recording Secretary	Social Committee Chairman
Corresponding Secretary	Issues & Actions Committee Chairman

The duties of the executive board members are contained in Aspira Clubs Federation Constitution (See appendix)

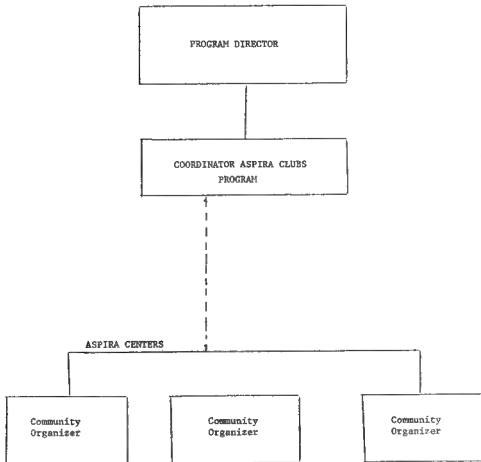
D. Club Programs

1. Education: Shall concern itself with the scholastic achievement and higher education of Puerto Rican Youth. It shall make known all educational services of Aspira. It shall make known to the Aspira Club members the purposes, objectives, organization, and constitution of the Aspira Clubs Federation.
2. Cultural: Shall concern itself with making known, to all members of Aspira the historical and cultural background of Puerto Rico; it shall be concerned with making them aware of the richness of their heritage.
3. Membership: Shall concern itself with the organization of new clubs as well as with the accreditation of all Aspira clubs. It shall also keep a record of all existing clubs and club members.

4. Issues & Actions: Shall concern itself with the problems and issues relating to Puerto Ricans and their community. It shall review these issues and after thorough research decide on the action to be taken, pending approval of Aspira. It shall keep a permanent record of all issues studied and actions taken.
5. Social & Intergroup Relations: Shall concern itself with promoting intergroup relations, in order to establish a better understanding with groups of other cultural, racial and religious backgrounds. It shall also be concerned with promoting social activities within Aspira Club Federation.



Chart VI. Leadership Development Program Aspira Clubs Organization Chart



Note: The Community Organizers report to the Borough Center Directors for day to day outgoing supervision, however, they work closely with the Aspira Clubs Program Coordinator.

### III. EDUCATIONAL COUNSELING PROGRAM

#### A. Objectives

The fundamental program objective of the Aspira Counseling Program is clear cut and to the point. It brings about a permanent change in the lives of Puerto Rican youth with the creation of a positive self-image:

To develop an educated and committed leadership within the Puerto Rican community through the nurtured potential of capable Puerto Rican teenagers, which will serve as a "bootstrap" for the entire community.

To aggressively seek out and service Puerto Rican youth with professional guidance, counseling, educational and career orientation, creating and encouraging a personal sense of self worth and dignity.

#### B. Counseling Activities

The Educational Counseling Program is one of the instruments by which Aspira brings about the educational and intellectual growth of the Puerto Rican youth.

##### 1. The Youth

The Puerto Rican youth, seeking a place in the sun, is a lad or a girl between the ages of 14 to 24 from a freshman to a senior in high school, to a college student in need of educational counseling and a positive self-image. The development of identity and a more positive self-image are integral parts of the total Aspira program.

The characteristics of persons to be serviced are:

Youths, approximately 90% will be in the 16-22 age range;

8% in the 14 to 16 range; and 2% between 22-24.

Aspira serves Puerto Ricans and other Spanish speaking minorities in New York. The program is aimed particularly at high school students with the potential for post secondary education and leadership. It also services parents and young adults. More than 80% of those services have incomes below the poverty line and live in the hard core poverty areas; many are receiving Social Services assistance.

The Puerto Rican community is marked by widespread poverty and its attendant characteristics of unskilled jobs, high unemployment rates, and limited education.

## 2. The Intake Counseling Interview

The youth comes to the attention of the Educational Counseling program through a variety of ways. He may be an active member in one of the Aspira Clubs seeking further counseling projecting plans for his future education and career. He may walk into one of the Aspira Centers seeking information. The Intake Counseling Interview is usually initiated by a telephone call, through correspondence, referral from other agencies, word of mouth from one youth to another, or through the referral of a guidance counselor in the high schools.

Often the youth is given a specific appointment with an educational counselor (30 to 45 minutes). The student fills out a Registry and Activity Form which will be used to secure and supplement high school transcripts, and other data. The opening interview with the

intake counselor is geared to obtaining a picture of the youth's personality, his motivation for pursuing an education and the problems he anticipates in obtaining it. He is also evaluated as to verbal ability, his outlook and orientation, and his perception of self. The intake interview data are supplemented by the high school record. The counselor evaluates the record in order to better serve the youth. The intake interview with the youth is a sensitive area of the youngster's experience with Aspira.

The intake interview is the process wherein data is gathered, counseling is provided and the development of a future relationship between The Youth and Counselor is established. (See Chart # VI Educational Flow Chart)

### 3. The Counselor's Role

Each educational counselor is assigned a designated number of youth with a wide range of potential. In general, counseling sessions are held subsequent to participation in the workshops. The counselor meets periodically with the students to consider educational goals on an individual basis. Test results and transcripts are interpreted to the student, and sound planning for the future is encouraged. The Educational Counselor is required to:

Make him feel comfortable and at ease

Use a question-pattern system

Allow the student to express himself

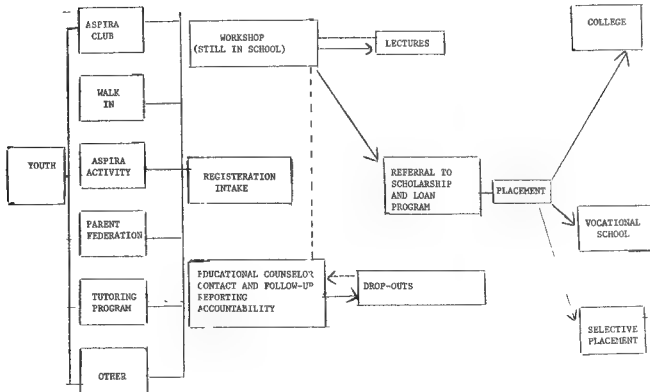
Record important details

Adapt self to each situation

Log clearly and accurately

Get as much information as possible

Chart # VI Flow Chart Educational Counseling



#### 4. Counseling and Additional Contacts

All youth in the Aspira programs are called for further counseling interviews where the progress of their specific plans are reviewed. Parents are also called in when necessary and oriented to the needs of their children. Examples of additional contact services are letters of recommendation for students, assisting students in taking the College Board Examinations and referral to other services as required.

Puerto Rican-New Yorkers often have a limited knowledge of available resources. The counselor can not only give this information, but in many cases, make the inquiry that guarantees successful referral. The agency also contacts the students who may have lost heart, by aggressively seeking him out with telephone calls and letters, thus restoring their confidence.

#### 5. Aspira Clubs Federation

The youth is encouraged to join the Aspira Club in his respective high school. The program activities provide the youngster with knowledge of the positive and creative aspects of his culture and heritage. (For further details see section II of this Manual)

#### C. The Workshop

The youth is now an Aspirante. At this point he is encouraged to participate in the Aspira programs. In the workshops the youth meets his Educational Counselor and is encouraged to discuss his educational and career goals--step by step he is assisted in transferring vague hopes into specific goals.

The workshop serves to motivate and orient capable Puerto Ricans to continue post secondary education and to enter the professional, technical and artistic fields. In the workshop the student must evolve an educational and vocational plan for his future. The Counselor continuously works with the student helping him make progress. The counseling services must render an end product.

The student is then referred to the Scholarship and Loan and Special Services programs as required (see section IV and VII of this Manual for further details).

1. Motivation and Placement

The objectives of the Educational orientation part of the program are:

To make students aware of the importance of getting an education.

To stimulate students to continue their education in vocational and technical fields.

To make students aware of the situation of the Puerto Ricans in New York, the lack of professionally trained, skilled and technical workers in our community.

To offer students assistance in making a choice of a school or course that will provide a significant career opportunity.

2. The Workshop as a Method

The workshop is the method utilized by Aspira as a technique of offering service to the students. The workshop is not

merely a group guidance method but it is a tool for the counselor to work effectively with the Puerto Rican students. Particular techniques must be devised for the purpose of:

- Motivating and stimulating the students.
- Raising the students' level of aspiration.
- Helping the students resolve their identity confusion as a Puerto Rican-New Yorker and helping them to develop a positive self-image.
- Awakening the students' desire for - and their awareness of - the needs of their community and helping them realize and accept their responsibility to do something about it.

The counselor must constantly keep in mind the general objectives of the agency when planning the workshops. The objectives of the workshops is to create an atmosphere where the students can best develop, express themselves, gather information, and devise a plan for their future. The counselor is encouraged to enhance the workshop with stimulating ideas to motivate the students, but in no way is he to change the method of giving the workshop. The method must be followed exactly as it is set down.

The workshop, as a method of arriving at the agency's goals was selected because:

- It permits the multiple counseling of students (more students can be reached and serviced).
- A student's peer group has a strong influence on his actions.
- Students functioning in groups are receiving



preparation for functioning in a world which is comprised of groups.

Students obtain ideas, alternatives, concepts which are presented by various sources.

A counselor can obtain a different view of a youth seeing him in a group situation rather than merely in a one-to-one relationship.

Students use the relationship of one another for stimulus.

### 3. Kinds of Workshop

<u>Name</u>	<u>Objectives</u>
<u>My High School Education</u>	
(1st and 2nd year high school students) 6 sessions	To have students plan their high school programs to insure their acceptance into the college or institution of their choice upon graduation. To have students appraise their abilities, achievements and interests and select a possible future career.
<u>Pre-College Counseling</u>	
(3rd and 4th year high school students) 6 sessions	To have students develop a plan whereby they will be accepted into an institution of higher learning. To have students plan their college budget, learn about loans, scholarships, and the admission requirements of the schools of their choice.
(Students in college or those who have graduated from or dropped out of college and plan to return to pursue	To have students work out their school budgets - work out transfer and accreditation for college admissions.

further studies)  
2 sessions

---

(Students who are  
returning to high  
school to obtain  
a diploma)  
4 sessions

To impress upon students the  
importance of an education  
beyond high school; to  
familiarize students with the  
courses necessary for the  
diploma of their choice; to  
give students the opportunity  
to learn about careers and what  
occupations they can pursue.

(For further details regarding the Workshop Method see  
Aspira Educational Counseling Manual - 1966).

#### 4. Data Gathering and Recording

There is a minimum of information that must be gotten  
from the youth in order to give them the proper aid and direction.  
This information should be uniform and accurate facilitating handling  
the records by anyone. Information should be gathered at intakes, work-  
shops, and personal interviews, and recorded on the Registry and Activity  
form.

The question-pattern technique should be used in inter-  
viewing the youth. In completing forms all questions should be completely  
answered. Where questions are not applicable symbols should be written  
in the appropriate space. N/A.

Since each interview leads into a different situation, the  
question-pattern should be flexible and never fixed. The good judgment  
of the Counselor is reflected in adapting his questions to the situation  
and developing adequate information.

#### IV. SCHOLARSHIP AND LOAN PROGRAM

In July 1966 the Aspira Scholarship and Loan Program was established under a Contract to Encourage the Full Utilization of Educational Talent (CEFUEI). This program was funded under Title IV Section 408, Higher Education Act of 1965. United States Office of Education of the Health Education and Welfare Department. This program is now funded through fiscal year 1968 - 1969 and it is presently called - Talent Search Project.

##### A. Objectives

Canvas colleges and universities, particularly those in the Northeast region, to determine scholarship requirements and special programs to encourage entry of Puerto Ricans.

Solicit scholarships on a national basis. The pairing of scholarships with the educational opportunity grants will expand the benefits of this activity.

Prepare special material in English and in Spanish on scholarship and loan opportunities.

Train and encourage Aspira staff to identify qualified students and refer them to the Scholarship and Loan Center.

Develop a special coaching program to tutor students on the Scholastic Aptitude Test, and complete application forms.

Hold special conferences and meetings to bring together admissions and financial officers of universities and colleges with this pool of capable Puerto Rican youth.

Establish close working relationship with federal, state and city agencies and non-profit institutions to coordinate activities.

Conduct an extensive information program to imbue Puerto Rican parents with the concept of planning early for the education of their children.

B. Scholarship Activities

The student upon becoming a senior is referred to the Scholarship and Loan Program for placement. The Registry and Activity form is duplicated and forwarded to the Scholarship and Loan Center with a copy of school transcript. (See Flow Chart #VII).

Chart # VII Scholarship and Loan Program Flow Chart

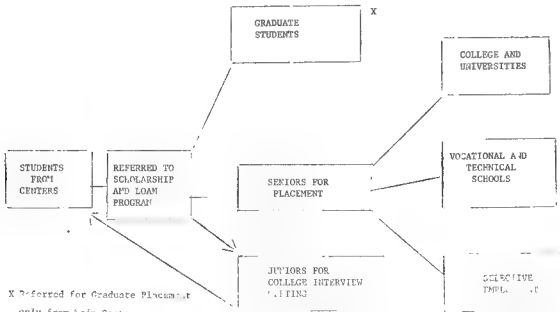
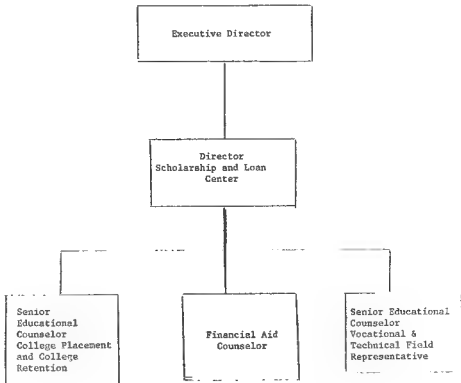


Chart # VIII Scholarship and Loan Center Program Organizational Chart



The Aspira Scholarship and Loan Center is a clearing house for scholarship and loan opportunities available to Puerto Rican students and other Spanish Speaking youth, and a consultative center for Puerto Rican communities throughout the United States on higher education scholarship and loan opportunities. It serves as a recruitment and referral agent for young people to post secondary institutions.

The Aspira Scholarship and Loan Center, a Talent Search Project, conducts an annual series of college interview meetings, to give youth an opportunity to perceive college as a direct way of assisting the development of their individual potential and creative energies. It helps them realize that college admissions as well as meeting the cost of a college education can be obtained through proper planning and knowledge of the resources available.

For many high school juniors, college still looms as an unattainable goal. The purpose of these meetings is to give them an opportunity to see post secondary education as a direct way to their future growth and development.

It is a resource for the development and preparation of special materials in English and in Spanish on aspects of financial aid for students and parents. It is also a significant resource for parents on matters relating to higher education for their children.

The Scholarship and Loan Center serves as a continuing counseling and motivating force to students in schools and colleges. Assistance in receiving and revising educational plans is constantly provided including opportunities in vocational education. The review of financial aid arrangements is an integral part of the counseling services.

A special activity of this program is the administration and tabulation of Preliminary Scholastic Aptitude Test of the College Entrance Examination Board.

Staff visits the various schools in search of opportunities and sends student profiles when necessary; and seeks waiver of fees.

This program is nationally funded therefore its activities are not limited to New York. The staff visit other communities and provide extensive consultative and counseling service to both community groups and students in several metropolitan areas throughout the United States.

The program works closely with State Education Department, municipal government agencies, and private educational organization to explore and expand opportunities in higher education for students of Puerto Rican background.

Scholarship Ceremonies are held annually; student achievement is noted and awards are made.



V. Adult Educational Leadership Program (Parent Program)

A. Objectives

The active participation of Puerto Rican parents has long been recognized as essential to their children's educational achievements.

The Federation of Puerto Rican Parents with 15 chapters in Manhattan, Brooklyn, and the Bronx, is an integral part of the Aspira program. It brings about the integration of the whole family in the educational process. The objectives are:

To provide parental leadership in determining the future educational growth and development of their children.

To assist the Puerto Rican parent in a better understanding of the Educational institutions and their ability to provide a meaningful education to the Puerto Rican child.

To develop the potential leadership within the Federation of Puerto Rican Parents.

To stimulate educational programs in the Puerto Rican community.

To work for better quality education for the Puerto Rican child.

To recommend specific program consideration for the Puerto Rican youngster through the Board of Education.

To take necessary action in situations that affect the education of the Puerto Rican child.

B. Program Activities

The Parents Program is divided into three major program areas:

The Educational System - A three session course on the operations of the New York City Board of Education.

Leadership Development Program - The identification of new leadership emerging from the various chapters. This program prepares parents to assume a leadership role in the education of their children.

Cultural Program - This effort is important in reinforcement of cultural identity. It further aids the individual in defining goals and awareness of self.

The Federation holds an annual convention where the above topics are discussed and program activities are planned from year to year. (See appendix for constitution).

#### C. Structure

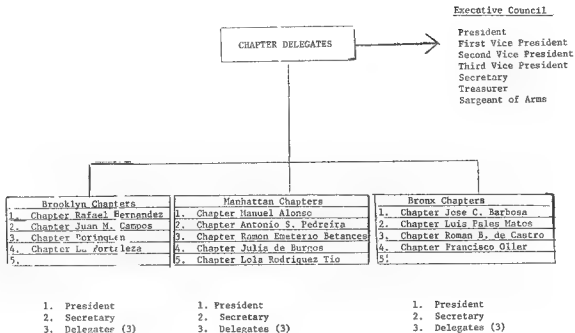
The chapters hold monthly meetings at Aspira centers in their boroughs and develop their own action programs.

Aspira provides the parents with guidance and training in community action, as well as vital access to current educational information and policies. The chapters also participate in setting policy for Aspira with representation on its Board of Directors.

Parents are encouraged to identify with the aspirations and goals the children themselves are developing. More than that, with the aid of professional community organizers, the parents are developing the know how and the information required for responsible social action.

The parents activities are conducted in Spanish giving the parents the opportunity to reflect their way of perceiving things. (See Chart # IX Adult Educational Leadership Organizational Chart).

Chart IX Adult Educational Leadership Organizational Chart



## VI. Special Services Programs

### A. Objectives

Special Services programs are those programs that are vital to the overall Aspira goals. However, due to legal, contractual or programmatic reasons they are administered by the central office. These programs are:

Counseling Program for adults and youth (non-poverty sector of community and non-residents of New York City).

Selective Employment Program

Cultural Programs (APRAG)

Guilds Program (New and experimental and demonstration phase).

### B. Counseling

The one difference between this counseling activity and the counseling program outlined in section III of this Manual is that this program is aimed at youth and adults over the poverty line as defined by the Office of Economic Opportunity guidelines and is conducted exclusively at the Main Aspira Center.

#### 1. Non-Poverty Community

These youth will complete their intake application at the Borough Centers. The center will send the application to the Main Center notifying the youngster that his name has been referred to the Main Center. Since Borough Centers do not account for these youths in their statistical report, it is the responsibility of the Main Center Educational Counselor to account for this intake. Students will be invited to workshops and lectures designed according to their needs and interests. Future counseling for these students and subsequent referrals to the Scholarship

and Loan Center for placements will also be the responsibility of the Main Center.

2. Non-Residents

The Main Center Educational Counselor is responsible for intake and counseling of youth from Nassau, Suffolk, Westchester and other adjoining counties, the State of New Jersey and other areas. These counselors are further responsible for students in college, graduate, vocational bound or oriented youth and drop-outs. Counseling and educational workshops will be carried out for these students.

3. College Students

Counseling services will be rendered to this group. They will be referred to the Scholarship and Loan Center for matters pertaining to financial assistance or transfer.

4. High School Graduates Over 21

Counseling and educational workshops will be offered to these students.

a. Equivalency Diploma Students Over 21

Counseling and educational workshops will also be rendered to these students. Two workshops will be held per month of three hours each to serve both vocational and college bound students who are within the two above categories.

b. Vocational and Technical Post-Secondary Schools

The Senior Educational Counselor will develop one aspect of the vocational and technical post-secondary school program. This program encompasses opening doors in the vocational and technical schools for students interested in these fields.

C. Selective Employment

The selective employment program is aimed at Aspirantes who are

graduating or in dire need of employment. Achievement through education is the primary goal of Aspira. Employment is relative or important only in so far as it assists the agency in the accomplishment of the primary goal. The selective employment program assist persons already registered for services in securing:

1. Summer jobs for graduating seniors.
2. Full time or part time jobs for students who have graduated from college.
3. Jobs for students who are in extreme need of supplementary assistance (referred by Center Directors).

D. Cultural Programs

The Aspira Puerto Rican Art Gallery

1. Objectives

The Aspira Puerto Rican Arts Guild is the first show place of contemporary Puerto Rican paintings and sculptures in New York City. The objectives are to emphasize work of artists living on the Island, and it is hoped, of others whose work has particular relevance to the Puerto Rican scene.

To function as an exhibition center, the Aspira Puerto Rican Arts Guild is envisaged by Aspira as a point of departure for a broader program in the arts.

A. Activities

Art and Sculpture (Conventional and Modern)  
Literature (Drama, Poetry, Fiction, Non-Fiction, Publishing)  
Music (Vocalist and Instrumental)  
Theatre (Original Productions and Standards)  
Special Events (Guest celebrities program)  
Fund Raising Events (To provide scholarships and fellowships  
to member artists and member students)

Cultural Center (A program of fund raising and financial backing to have a building where all of the divisions can function)

Mobile APRAG (To put APRAG on wheels to take to the community)

APRAG is located at the Manhattan Aspira Center,  
1974 Broadway (near 67th Street), New York, New York 10023

### III. The Guild Program

#### 1. Objectives

The guilds Program will involve the creation of special groups known as guilds, centered around a given vocational field such as medicine, teaching or public administration. Each guild will be in existence for four years, through the high school career of the participants.

It will be led by mentors, adults active in the specified vocational area. The group will foster a close, supportive peer relationship among members as well as offer the opportunity to identify with one or more Puerto Rican adults who have achieved some measure of success in the world of work, and of advanced education. Through its activities, the group will facilitate the attainment of information, skill and interest in the chosen occupational field.

The guild will guide the members toward the better organized exploratory and trial activity that characterizes the more stable vocational development patterns of higher level groups. It will at the same time take into account the different capabilities, interests and backgrounds of the members by allowing for a focus on a range of occupations.

While it will serve to raise aspirations, it will not induce such lofty specific aspirations as to be totally unrealistic and possibly

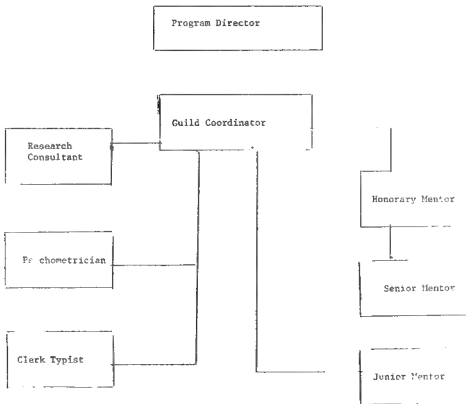
lead to disheartening failure and frustration. The guilds will, essentially, facilitate and hasten progress in developing a self-concept, reality testing, trial work experiences, adjusting to work requirements and even more specific trial choices.

The Guilds program is new to the agency and is still in the early stages of implementation.

(See Chart # X Guilds Program Organizational Chart)



Chart # X Guilds Program Organizational Chart



The Honorary Mentor and the Senior Mentor are volunteers. The Junior Mentors receive a small stipend. The Psychometrician works 1/4 time.

For more detailed presentation of the program see the Guilds Project, a proposal dated 8/15/67.

## F. Tutoring Program

### 1. Objectives

Confusion and anxiety are created by plunging pupils into unfamiliar situations. Such is often the case as high school students approach regents and college entrance examinations. To this end the tutoring program is dedicated to help improve the basic skills of students in writing, reading and mathematics.

### 2. Tutoring Activities

#### a. Reading Enrichment

A program geared to juniors and seniors in high school which will concentrate on the development of a more powerful vocabulary and speed in comprehension for each student. Concomitantly, the program will familiarize the pupil with testing procedure and atmosphere while teaching the techniques of examination taking.

#### b. Developmental Mathematics

This program will encompass all phases of secondary school mathematics, i.e. 9th year mathematics, algebra, 10th year mathematics, geometry, intermediate algebra, trigonometry, and 11th year mathematics. Tutors will concentrate on individualized instruction utilizing the students own school texts.

#### c. Tutoring Staff

Content area specialists are provided in the ratio of 1 to 10. Each staff member will be expected to devote one additional half hour for each two hour teaching session to individual conferences with pupils, program planning and development, and supervisory conferences.

d. Facility

Each tutorial group is provided with a room in which tables with a seating capacity of at least 15 have been placed.

e. Calendar

- Phase I.      Orientation of Tutorial Staff-
1. Goals and objectives of program
  2. Methods and materials of instruction
  3. Working conditions and scheduling
- Phase II.     Administration of screening test for Reading Program.
- Phase III.    Test scoring and formation of reading group.
- Phase IV.    Parent meeting of students in Reading Program.
- Phase V.     First instructional session in Mathematics.
- Phase VI.    First instructional session in Reading
- Phase VII.   Graduation Exercises.

7. Evaluation

Program is constantly evaluated. At the end of the school year a complete evaluation will be made as to effectiveness of program.

d. Facility

Each tutorial group is provided with a room in which tables with a seating capacity of at least 15 have been placed.

e. Calendar

Phase I.      Orientation of Tutorial Staff-

1. Goals and objectives of program
2. Methods and materials of instruction
3. Working conditions and scheduling

Phase II.     Administration of screening test for Reading Program.

Phase III.    Test scoring and formation of reading group.

Phase IV.     Parent meeting of students in Reading Program.

Phase V.      First instructional session in Mathematics.

Phase VI.     First instructional session in Reading

Phase VII.    Graduation Exercises.

7. Evaluation

Program is constantly evaluated. At the end of the school year a complete evaluation will be made as to effectiveness of program.

112

NVDS.doc = manu / gaunt  
Hisaspira.doc.

Julia Rivera JRIINT.doc  
Order Doc

MAXCOOL.doc = intro / Jones along  
Rosario.doc = int of JRIINT